CANADIAN

VOL. 37 NO. 2
SUMMER 1985

OFFICIAL PUBLICATION
OF THE CANADIAN
CAMPING ASSOCIATION

L'ASSOCIATION DES
CAMPS DU CANADA –
PUBLICATION OFFICIELLE

Camping

LETTERS TO THE EDITOR

I just received a copy of the CCA/ACC Special Edition Bulletin for International Youth Year. I really enjoyed this issue – the layout and format are clear and easy to read. In addition, the choice of articles was varied yet still complementing one another and the International Youth Year theme.

Karen O'Neill
Consultant, Fitness Canada

I was on the Board and Executive at the time discussions centred around what the Canadian Camping Magazine could do for the Association in its present financial crisis ... resultant upon Fitness Canada's thinking that camping is not within their jurisdiction. I have just re-read your editorial on Fitness and it would be very interesting to present personally this editorial to Michel Bedard and ask for follow-up comments. As I have always found to be the case, you go right to the soul of the matter and quote supporting and some contrary opinion as well. The real challenge we face is to persuade Fitness Canada that fitness is indeed as you described it and not limited by their narrow concept. Camps have tremendous potential with regard to over-all fitness – far more impact than schools, health clubs and many homes.

In another more controversial editorial you examined a sacred cow which, in my opinion, is most in need of examination – namely, the Church.

Ken Willis, Magog, Quebec

I was really impressed with the International Youth Year issue of Canadian Camping; I think the articles, the content and the layout are nothing short of superb! We have a lot to be proud of in this association and I hope you keep exposing talented writers with something to say.

Katie Elmer, Scarborough, Ontario

ED: Thanks certainly go out to Hugh Philips and Sylvia Hanes and all of the people who worked on that special edition. We're proud of it too – thanks for writing!

I want to thank many persons across Canada for the contributions you've made to my life and work in Canada the past 10 years. I find it hard to leave close friendships.

I also want to encourage everyone to strive toward excellence in their camping career and endeavours. Camping personnel need each other as sources of encouragement and leadership development. We can learn so much from each other. Hopefully your Provincial Camping Association and the CCA can do as much for you as it has done for me in Manitoba.

I regret leaving a good working environment behind, but I needed to be realistic about my career goals and objectives. Unfortunately, the Conference of Mennonites in Manitoba do not have a very high profile of camping as a profession. Therefore, I'll be leaving Manitoba to accept the Executive Director's position at the Lakewood Retreat Centre in Florida. My new address effective August 1, 1985 will be: Terry Burkhalter, Lakewood Retreat Centre, 25458 Dan Brown Hill Road, Brooksville, Florida 33512. (904) 796-4097.

Ya'll come and see me if you're ever in Florida, ya'hear. Brooksville is located just north of Tampa, 35 miles, and an hour's drive west of Disney World.

Terry Burkhalter
Executive Director for "Camps with Meaning"
Winnipeg, Manitoba

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Cover Photo: *Nicholas Joseph*

Layout Assistant: *Marjorie Booth*

This Association gratefully acknowledges the financial support of

Government of Canada
Fitness and Amateur Sport

Gouvernement du Canada
Condition physique et Sport amateur

EDITORIAL
Here's to You(th)!!

In this International Youth Year, we dedicated our Spring '85 edition of Canadian Camping to this special year. However, we should be ever mindful that every year MUST be a celebration of the contributions of youth lest we believe this is a one-shot deal where we look for extraordinary achievements, exalt them and then we go on to something else the nest year!

LET'S CELEBRATE THE ORDINARY!!

Here's to the thousands of you(th) who babysit every day and every night for a pittance; you are conscientious and responsible and you babysit primarily because you enjoy children. You cannot be paid what you're worth but every parent appreciates your commitment, dedication and availability. You are entrusted with the care of another human being and that is a magnificent responsibility – what you are learning as you play with the kids, read them stories, put them to bed and sit yourself reading, studying or watching television is an invaluable lesson which will help you all the years of your life!

To all of you adolescents who don't use drugs and have no desire to use drugs, here's to you(th)! We read stories everyday about young people who DO get involved with drugs and how their social and academic development is disrupted. This is certainly true, but it's true for a very small minority of the adolescent population. The vast majority of you(th) are sensible, sensitive and responsible!

To the thousands of you who do volunteer work, here's to you(th)! Many of you serve as altar boys and girls in church or sing in the choir or assist with a Brownie or Guide or Cub or Scout Pack – what exciting opportunities you take advantage of but far more than that, your contribution is vital, necessary and appreciated! Thousands of you go on walk-a-thons, bike-a-thons and canvass door to door to raise money for charities, impoverished nations, medical research, hospital facilities and important foundations. The Steve Fonyo's and Terry Fox's of this country are simply the more visible examples of the energy and aspirations of youth, but the numbers of you who are committed to worthwhile endeavours are legion!

To those of you who grow and socialize at school through camera clubs, chess clubs, yearbook committees or student life associations, here's to you(th)! You have already learned a lesson in life that many people will never learn; namely, that learning can be an end in itself! The motivation and desire to join and be a part of a club or group may carry no extrinsic payoff but rather intrinsic enjoyment of doing an activity and being with people as its own reward. Your dedication and involvement is commendable!

To the thousands upon thousands of young people who make summer camping their passion, here's to you(th)! Your excellent leadership is needed to carry the responsibility of encouraging future generations to share a love for people and the environment through the unique camping experience. Many of you who are senior campers, leaders-in-training and young counsellors take on enormous responsibilities in caring for and guiding others but you do it because you believe so strongly in what you are doing. The camping movement could not exist without your support! Whether you are 14 years or 17 years or 21 years you know water safety rules, canoe tripping rules, fire safety rules and on and on; camp is the vehicle which brings everyone together but you are the drivers! Your ability to guide and steer and counsel young children through your love, caring and affection is something to behold! You are the unheralded reason why a million parents in Canada will send their child or children to camp this summer. You embody the qualities of leadership, sportsmanship and fair play; you nurture in children a healthy sense of fitness and nutrition, a love and respect for our majestic natural environment which will be a lifelong gift to your campers; you help allow them to learn tolerance, understanding and respect for all peoples and all races and that there is a right and wrong; mostly, you help make children aware of their own responsibilities and of the consequences that their actions have on others – responsibility, too, is a lifelong gift! You are often on duty 24 hours a day, called upon to comfort a child at 2:00 a.m.; you sit on a rock and chat with a camper as the mid-day sun beats down on you; you share stories with your peers around a campfire well into the evening; you sing songs and teach songs and aren't afraid to hug or cry or be spontaneous. Many of you do this and much more while receiving little or no remuneration for your tremendous efforts. However, when you sit alone on a clear night all by yourself near the water's edge with the stars dancing like magic above your head and you hear the hauntingly gorgeous call of the loon, you know that wonderful feeling and you know that you are not alone – to be one with nature is to always have company! And you know all your efforts are worth it!

To youth, in this International Year of Youth, we celebrate your contributions, we salute you and we thank you!!

Editorial Policy

Jay Haddad, Editor

The ideas expressed in the Editorial are those of the Editorial Committee and not necessarily those of the Canadian Camping Association/Association des Camps du Canada. The views are expressed to provide stimulation and comment. We invite you to respond in "Letters to the Editor" to Canadian Camping, 1806 Avenue Rd., Suite 2, Toronto, Ontario M5M 3Z1.

Canadian Camping is an official publication of the Canadian Camping Association/Association des Camps du Canada. *Canadian Camping* (ISSN 008-3119) is published quarterly. CCA/ACC membership includes a subscription; non-member subscriptions in Canada $6.00 a year or $15.00 - 3 years. Send address changes to CCA/ACC, 1806 Avenue Road, Suite 2, Toronto, Ontario M5M 3Z1.

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EDITORIAL

Aux jeunes, à votre santé!!

En cette Année Internationale de la Jeunesse, vous avons dédié notre édition du printemps '85 de l'Association des Camps du Canada à cette année spéciale. Il ne faudrait pas oublier que, même quand ce n'est pas officiellement l'Année de la Jeunesse, chaque année DOIT constituer une célébration de la jeunesse car il serait dommage de confiner à 1985 les réalisations extraordinaires des jeunes et passer, l'année suivante, à autre chose.

CÉLÉBRATION L'ORDINAIRE!!

Aux milliers de jeunes qui, chaque jour gardent des enfants pour très peu d'argent; vous êtes consciencieux et responsables et vous gardez des enfants surtout parce que vous les aimez. Vous ne pouvez pas recevoir ce que vous méritez vraiment mais chaque parent apprécie votre dévouement et votre disponibilité. On vous confie le soin d'un autre être humain et ceci est une très grande responsabilité – ce que vous apprenez en jouant avec les enfants, en leur lisant des histoires, en les mettant au lit et en vous assoyant avec un livre, ou en étudiant ou en regardant la télé, est une leçon d'un prix inestimable qui vous servira tout au long de voutre vie!

À tous les adolescents qui ne font pas usage de drogues et qui n'ont pas le désir de prendre de la drogue, à votre santé! Tous les jours, nous lisons des histoires au sujet de jeunes qui liés à la drogue et nous voyons comment leurs activités sociales et académiques en sont affectées. C'est certainement vrai, mais seulement pour une petite minorité de jeunes. La majorité des adolescents est raisonnable, sensible et responsable.

Aux milliers d'entre vous qui font du travail bénévole, à votre santé! Plusieurs d'entre vous sont servantes ou servants de messe, chantent dans une chorale ou font partie des "Brownie" ou des Guides, des Louvetaux ou des Scouts – vous profitez d'occasions exceptionnelles mais plus que ça, votre contribution est vitale, nécessaire et appréciée! Des milliers d'entre vous participent à des marche-o-thons, cycle-o-thons et sollicitent de porte à porte pour ramasser des fonds pour différents organismes de charité, pour les pays sous-développés, pour la recherche médicale, les services hospitaliers et autres institutions. Les Steve Fonyo et les Terry Fox de ce pays ne sont que des exemples plus visibles de l'énergie et des aspirations de la jeunesse, mais ceux parmi vous qui sont engagés dans de tels efforts méritoires sont à féliciter!

Pour ceux d'entre vous qui grandissent et s'épanouissent à l'école à travers le club de photographie, le club d'échecs, le comité du journal étudiant, ou l'association de la vie étudiante, à votre santé! Vous avez déjà appris une leçon dans la vie que plusieurs n'apprendront jamais; à savoir qu'apprendre, est une récompense en soi! La motivation et le désir de se joindre à un club ou de faire partie d'un groupe n'apportent aucune satisfaction matérielle mais plutôt la satisfaction personnelle d'entreprendre une activité et de communiquer avec des gens. Votre dévouement et votre engagement sont louables!

Aux milliers de jeunes qui font du camping leur passion, à votre santé! On a besoin de votre direction pour encourages les générations futures à partager l'amour des autres et de l'environnement à travers l'unique expérience du camping. Plusieurs d'entre vous sont des campeurs expérimentés, des entraîneurs et de jeunes conseillers et vous prenez d'énormes responsabilités en prenant soin des autres et en les guidant et vous le faites parce que vous croyez fermement à ce que vous faites. Les camps ne pourraient pas exister sans votre appui! Que vous ayez 14 ans, 17 ans ou 21 ans, vous connaissez les règles de la sécurité aquatique, les règles des excursions en canoë, les règles de sécurité des feux, etc.; le camp est le véhicule qui rassemble les gens mais vous en êtes les conducteurs! Votre habileté à guider, à conduire et à conseiller les jeunes enfants à travers votre amour, vos soins et votre affection est quelque chose d'unique à admirer! Vous êtes la raison inédite pourquoi des milliers de parents au Canada enverront leur enfant ou leurs enfants au camp cet été. Vous incarnez les qualités de direction, d'esprit d'équipe et de franc-jeu; vous apprenez aux jeunes l'importance de la bonne condition physique et de la bonne nutrition, l'amour et le respect pour notre environnement naturel lequel sera, pour vos campeurs, un cadeau qui durera toute la vie, vous leur permettez d'apprendre la tolérance, la compréhension et le respect des gens de toutes races et d'être conscients du bien et du mal; surtout, vous les aidez à prendre conscience de leurs responsabilités et des conséquences de leurs actions sur les autres – la responsabilité aussi, est un cadeau pour la vie! Vous êtes souvent au poste 24 heures par jour, appelés à réconforter un enfant au milieu de la nuit; assis sur un rocher avec un campeur, vous parlez pendant que le soleil du midi vous inonde; vous racontez des histoires à vos amis autour d'un feu de camp tard le soir; vous chantez ou vous leur apprenez des chansons et vous n'avez pas peur de prendre quelqu'un dans vos bras ou de pleurer ou d'être spontané. Plusieurs d'entre vous font tout ceci et plus encore, en recevant peu ou aucune rémunération pour vos efforts.

Cependant, quand vous êtes assis seul sur la plage par une belle nuit d'été, les étoiles dansant au-dessus de votre tête et que vous entendez l'appel hantant du huard, vous reconnaissez ce sentiment de bien-être et vous savez que vous n'êtes pas seul – être un avec la nature c'est toujours avoir de la compagnie! Et vous savez que tous vos efforts en valent la peine!

Aux jeunes, en cette Année Internationale de la Jeunesse, nous célébrons votre contribution, nous vous saluons et nous vous remercions!!!

THE PRESIDENT'S MESSAGE

By: Janet Adamson

I write this message as the new president of CCA, having taken office in April 1985 in Regina at the CCA Annual Meeting. Many people upon hearing of this new position have said to me "Why would you want to do that?" referring, I gather, to CCA's rather uncertain or undefined future and I suppose to the fact that I run my own camp, study for innumerable exams with two teenagers, not to mention working on their term projects. "Well, why would I want to do that?" Unequivocably and definitely I want to play a part in the leadership of CCA for the next two years, because of very personal and real reasons. To be realistic, it is an honour to follow in the footsteps of CCA's former presidents, but to accept such a challenge would be unrealistic without personal commitment stemming from past experiences. For many years CCA Conferences at Geneva Park, CCA publications, and CCA initiated programs have had a strong impact on my work as a camp director. I know more, do more and do it better because of all the opportunities that CCA has provided to learn and to meet hundreds of dedicated camping professionals.

In 1985, CCA is an active, well organized, and effective organization with a proud past. An impressive CCA archival collection is in place at Trent University and continues to grow. A new Curriculum of Study for camp directors has been written and innovative methods of delivery are being discussed and implemented. An Environment Committee actively encourages camps to work with their campers and staff to responsibly use and live with our natural environment.

CCA is participating in the planning of a second International Camping Congress to be held in Washington, D.C. in 1987. The success of the CCA International Congress in 1983 in Toronto has made our representation on the 1987 Steering Committee, valuable and well respected.

International Youth Year is being celebrated by CCA with a highly successful conference at Bolton, Ontario in January, a special edition of the newsletter that you received in the Spring, and a campfire to be held across Canada on July 24, 1985.

Publication sales are booming and provide a vital service to camp directors and staff across Canada. A quarterly newsletter informs, provokes and inspires the members of CCA.

609 camps across Canada, as member of CCA are better camps because of CCA.

400,000 campers each summer have a better experience than they might have, because of CCA, and the joint efforts of nine provincial associations in national programs.

But now we face new challenges, and must face new realities. CCA is a federation of nine provincial associations and the reality of the cost of travel and communication in a country as large as Canada, means that there is a price-tag for all of this. A large price-tag and one that we must pay, since government funding is likely to be reduced.

At the Regina Board Meeting in April 1985, the Board received a preliminary report from John Fisher who is examining the structure and funding of CCA. His suggestions were discussed and following further input from provincial boards, a final report will be examined in June by the CCA Executive.

As you read this newsletter, steps are underway to reorganize CCA to respond to the realities of 1985. We will continue to communicate with Fitness Canada and as well seek other avenues to put CCA on a sound financial footing. A copy of the Canadian Camping Association 1984 Annual Report can be obtained by contacting the CCA Office.

The critical task is to continue CCA's involvement with camps and camping professionals in Canada. What will emerge from all this restructuring could be refreshing, innovative and exhilarating. Many occasions of desperation lead to clearer, stronger directions and I am convinced that such will be the case for CCA.

Mark Pavilons

UN MESSAGE DE LA PRESIDENTE

par Janet Adamson

On m'a élue présidente de l'ACC à l'assemblée annuelle qui a eu lieu à Régina en avril dernier et c'est en cette qualité que je m'adresse à vous. En apprenant que j'avais accepté ce mandat, plusieurs m'ont demandé: "Pourquoi t'embarquer dans ça?" J'en ai conclu qu'ils faisaient allusion à l'avenir vague et incertain de l'ACC, au fait que j'aie à diriger un camp, à me préparer à de nombreux examens, à m'occuper de mes deux adolescents et de leurs projets scolaires. Pourquoi en fait m'embarquer dans quelque chose d'autre? Tout bien considéré, c'est que je désire jouer un rôle de premier plan à la tête de l'ACC au cours des deux prochaines années, et ce, pour des raisons personnelles et fort valables. En fait, l'idée d'avoir à relever un nouveau défi m'emballe. C'est pour moi un honneur de suivre les traces des anciens présidents de l'ACC, bien qu'il serait peu réaliste d'accepter un tel défi sans posséder ce besoin de dévouement, né d'expériences passées. Les conférences de l'ACC au parc de Genève, les publications et les programmes d'initiation de l'ACC ont exercé une influence considérable sur mon travail en tant que directeur de camp. J'en sais davantage, j'en fais davantage et m'y prends mieux pour le faire, grâce à toutes les occasions que l'ACC m'a données d'apprendre et de rencontrer des centaines d'individus dotés d'un sens du professionnalisme et dévoués à la cause des camps.

En cette année 1985, nous pouvons qualifier l'ACC d'organisme actif, efficace, bien organisé et fier de son passé. L'ACC conserve un nombre impressionnant d'archives à l'université de Trent et continue d'en recueillir. Un nouveau programme d'études vient d'être lancé à l'intention des directeurs des camps et des méthodes innovatrices d'élocution font l'objet de pourparlers et sont mises en usage. Le comité de l'environnement encourage chaleureusement les dirigeants des camps et leur personnel à mettre en oeuvres des moyens d'apprendre aux campeurs à vivre dans l'environnement et à en être responsable.

L'ACC participe à la planification du deuxième congrès international des camps qui aura lieu à Washington, D.C., en 1987. Grâce au succès que nous avons remporté en 1983 à Toronto, notre présence au sein du comité de direction est bien accueillie et vue comme très utile.

L'ACC a salué l'Année internationale de la jeunesse en organisant en janvier un congrès à Bolton (Ontario) qui s'est soldé par une réussite. Nous avons préparé au printemps une édition spéciale de notre bulletin à votre intention et nous organiserons des feux de camp partout au pays le 24 juillet prochain.

CCA File Photo

Les ventes des publications vont bon train et procurent un service essentiel aux directeurs des camps et à leur personnel partout au pays. Une circulaire trimestrielle renseigne les membres, les inspire et les incite à agir.

Six cent neuf camps membres au Canada ont davantage à offrir grâce à l'ACC.

Quatre cent mille campeurs vivent une expérience plus enrichissante grâce aux programmes nationaux mis en oeuvre par l'ACC de concert avec les neuf associations provinciales.

Et voilà que nous devons relever de nouveaux défis et examiner la réalité bien en face. L'ACC est une fédération constituée de neuf associations provinciales et le coût des voyages et du transport dans un pays aussi vaste que le Canada est monumental. Or ce prix élevé, nous devons le payer puisque le gouvernement à l'intention de nous retirer son aide.

Lors de la réunion des membres du conseil à Régina en avril 1985, nous avons pris connaissance du rapport préliminaire de John Fisher qui analyse la structure de l'ACC et ses sources de financement. Nous avons discuté de ses suggestions et à la suite d'études de la part des membres des conseils provinciaux, nous examinerons un rapport définitif en juin.

Au moment de lire cette lettre, les démarches pour restructurer l'ACC et répondre aux réalités de 1985 auront déjà été entamées. Nous continuerons de communiquer avec Donditionnement physique, Canada et analyserons d'autres avenues possibles pour asseoir l'ACC sur des fondations financièrement solides. Pour obtenir un exemplaire du rapport annuel 1984 de Association des Camps du Canada veuillez contacter le bureaux de l'association.

Le plus difficile est de garder l'ACC vivante et de la voir collaborer avec les camps et les experts dans ce domaine. Cette restructuration pourrait être salubre innovatrice et stimulante. Très souvent le désespoir ouvre sur des horizons plus larges et je suis convaincue que c'est ce qui se produira dans le cas de l'ACC.

CAMPING ADVISOR

Would you please give us some suggestions for rainy day programs at camp? This seems to be the time when our campers are the most bored and frustrated because there's absolutely nothing to do. Our Director gave us a list of program ideas but nothing seems to work; the ideas looked good on paper (the rainy day program ideas) but none of the kids wanted to get involved. What would you suggest?

J.S., Don Mills, Ontario

Rainy day programs are difficult because the weather certainly affects our mood – and rainy days can put everyone (staff included) in a 'down' or depressed mood just as the warm sunny days can elevate everyone's mood. However, as the cream rises to the top, this is a time when an excellent leader emerges with energy, enthusiasm and spontaneity and views the rainy day situation as an opportunity to do something out of the ordinary!

With respect to program ideas, we won't go into any ideas because virtually every book on camp counselling has pages and pages of program ideas and activities for rainy days. The most important element, though, in approaching rainy day programs is the ATTITUDE of the camp counsellor. A game, in and of itself, will not be satisfying unless you set it up appropriately and enthusiastically. In other words, a counsellor who is sitting in his tent with a group of eight campers in the middle of a rainstorm and grabs the Camp Counsellor's Handbook and says 'guys, would you like to play flashlight tag or password' will probably get an unenthusiastic response from the campers. Conversely, the counsellor who takes an idea and adapts it enthusiastically to HIS group will never have a problem on rainy days – the point is, it's the attitude and approach of the counsellor that is all important, not the idea or game or program.

Many programs can continue in a camp despite the fact that it's raining – ensure that the campers are wearing raingear and brave on with regular programming, where possible!

Perhaps a rainy afternoon is a perfect time for you to read a story and let everyone take a much-needed nap if you feel your campers are a little overtired. Perhaps it's the time to come up with a brilliant idea that the campers will never forget and indeed could be the highlight of their summer memories of camp.

It's your discretion, your decision-making ability and your attitude which will make a rainy day just another day at camp – dreary and uneventful or memorable and eventful!

* * *

Jogging has become very popular at our camp – usually among the staff. Recently, many cabin groups have been jogging on a daily basis because their counsellor is a runner; are there hazards or risks when children get into running or is it completely okay?

A.B., Halifax, Nova Scotia

It depends on many many factors to determine whether jogging is safe, beneficial and healthy whether you are a child or adult. The first consideration is the prevention of injury and a complete warm-up and warm-down should be performed before and after a jog. Different types of terrain may be hazardous as far as turning ankles and that sort of thing; also, concrete is the absolute worst surface for running or jogging with respect to its incredible impact on the bone structure of heels pounding down hundreds or thousands of times. This is an important consideration where children are concerned; says Dr. Lyle Micheli, chief of the Sports Medicine Clinic at Boston's Children's Hospital: 'legs can be punished with six to eight times the body weight while running. For this reason, no competitors under 16 years of age are allowed to compete in the Boston Marathon ... ordinary free running is harmless to children, but competitive running where a child will push himself to the point of injury to please others can cause damage when the growing ends of the bones are still open.'

Proper footwear is also a consideration (an earlier issue of Canadian Camping dealt with this area in detail). If the jogging is a moderate activity, done a few times a week, with the whole cabin group, it's probably a very healthy group activity. That's one of the nicer aspects of jogging – everyone can take part and benefit equally! If it's a serious, strenuous exercise where times are recorded and it's a very competitive event, it's probably not a very positive or pro-social activity.

Mark Pavilons

CAMPING...A RETROSPECTIVE

Challenge in Camping

Address given by Barry Lowes to the closing banquet of the Annual Conference of the Ontario Camping Association on March 19, 1966, at the Inn-on-the-Park, Toronto

This new feature will become a regular part of Canadian Camping; each issue we will go back many many years to a previously spoken or published work on some aspect of camping in Canada. Our retrospective will not only give us a sense of nostalgia perhaps, but also an opportunity to examine to what degree the atmosphere, thrusts and initiatives of bygone days are relevant today. It may also help us realize that the more things change, the more they stay the same.

When the late A.L. Cochrane first went into Temagami, the Wright brothers hadn't even gotten off the ground at Kitty Hawk. Yet, on any clear night at camp last summer, one could look up and see a man-made satellite moving across the sky. The brakes are off the world. It's on a run-away scientific course and camping is in grave danger of being left behind.

Is Camping Obsolete?

Some say that camping is on the way out - and they could be right. Whether it withers and dies, remembered only as a romantic anachronism of the first half of the 20th century, or whether it grows and develops to meet the special needs of this new age will depend upon us - you and me.

At this very moment, when camping appears to be at a peak of development, the forces of extinction are at work. They can be seen, if you take time to look, know where to look - and want to look. Those people who believe that camping can continue in its present form constitute one of the greatest threats to the camping movement.

The most obvious force for change lies in the variety of choices available to more and more people today. Patterns of family living have been revolutionized in the past ten years. Shorter work weeks, longer paid vacations, more money to spend, more cars, boats, more parks and camping grounds, better roads; families are on the move.

Another pressure is caused by the booming real estate market in cottage properties. Where only ten years ago you could move freely about the province, today, south of North Bay, the lands and lakes are being gobbled up at an accelerating rate.

Another whole strata of our society is discovering the world. Thousands of boys and girls, and older teenagers are taking off for Europe each summer or to tour the U.S.A., or on student exchanges. This outpouring from our cities isn't bad. It's wonderful! But these are families who feel no need for camp.

Another threat to camping is the sprawling amoeba of government that is growing, spreading, touching and enveloping ever more areas of our lives. In the past few years camping has felt the pseudopodial touch of ever more departments of government. The legislation covering every area of education and child-care is growing. Claiming to be educational, camping lies in the path of this legislation.

Standards

At present, the most precious possession that any parents have - their child - is entrusted to our care. Naively, they assume that membership in OCA is some guarantee of excellence. But is isn't really. The importance of raising our sights on standards, gradually but steadily, is vital to the future of camping. If we do not constantly improve our own houses, others will want to do it for us.

We have just appointed an executive secretary. This is a wonderful sign of growth, and in Mr. Stan Wild I believe you have made a wise choice. There is also grave danger in such a step. For too long, too few people have supported and carried out the work of the Association. There is danger that people may be all too eager to step back and let the executive secretary carry the load. The strength of OCA has been its voluntary nature; it will only be as strong as your active participation. Anyone can pay fees, that's only money and its value keeps shrinking. The only real valuable thing any of us have to give is our time. How much have you given during the past year? This is the true measure of your support of the camping movement.

Another force that has eroded the strength of the Camping Association for many years has been the under-current of pettiness that has accompanied the terms profit and non-profit. To me, these terms are anathema. There are many private non-profit camps and a number of agency profit camps in this province. There is a demeaning connotation to the word *non-profit* and an equally slurrish undertone to the word *profit*. A camp is a camp, and a child is a child. The aims and objectives should be parallel. Good and bad camping can be found in either private or agency camps. The sooner we realize that we are both in the same canoe, shooting the same rapids, and paddle together, the better off the camping movement will be.

Camping vs. Education

An even bigger threat to the camping movement, and one that has only been glimpsed, is education. The greatest explosion that has occurred in the world in the past five years has not been the 50-megaton bomb, it has been education. The word is on everyone's lips. It is held up as the panacea or it is reviled as a trick to keep teenagers off the labour market. Wherever you stand along the spectrum, you cannot deny that education is the most important force at work in the world today. It is a tidal wave moving across our land and camping could be engulfed.

For as long as I can remember, camping people have boasted that camping is more than fresh air and sunshine, more than just recreation. We have maintained that it is a special, intensive kind of education, set in the out-of-doors. The more I see of education, and the seven-league strides it is taking, and the closer I look at what camps do as opposed to what they claim to do - the more I think we talk a better game than we play.

Let us look at some of the recent developments in education that relate directly to camping.

Summer schools have caught on and are here to stay and flourish. They started as make-up courses for students who were weak in one or two subjects. They are a wonderful alternative for the old idiotic practice of repeating a whole grade. How many of us have lost junior counsellors or older campers at the last minute to summer schools? This will continue to increase and is even occurring at the elementary school level in some systems. We may have to make acceptance of staff and campers conditional upon Easter results.

Another threat is the voluntary summer school. More and more students are discovering that learning can in truth be fun. Academic students are signing up for welding, carpentry, typing, or drafting courses. Technical students have shown an eagerness to take English, typing, philosophy, bookkeeping; over 40 different subjects are offered, just for pleasure. This is wonderful. This is true education. The courses are free and more and more students are enrolling. But as these numbers grow, young people are drawn away from camping.

Another threat to camping is the very real possibility of a long school year. Why do we have two full months vacation every summer? The rationale for it probably dates back to the farm boy at the "little red school house" - Tom Sawyer days. There are those in positions of influence in education who believe that it wastes students' time and is grossly wasteful of money to let our schools stay idle all summer. We may have to consider operating our camps at other times of the year for shorter camping periods.

Does this mean that all agency and private camps should become summer schools mixing large doses of French, remedial reading, new mathematics and science with traditional camp activities? Tutorials under the trees! I hope not! Heaven help us, I hope not! Then where does camping fit in?

Real Values of Camping

Has camping been *passé*, a horse and buggy in a space age? I believe that the need for camping is greater today than ever before. The values inherent in camping, the multitude of values that

you all know so well, are needed by children and youth as never before. The mounting pressures besetting children in our increasingly technology-oriented society, the threat of nuclear annihilation, the threat of automation, the threat of endless leisure, the threat of amorality – are constant and real to young people.

We have always talked and boasted about the impressive list of values that can accrue to a child from a camping experience. But I submit to you, the claims have been mostly shadows without substance; they could not stand up to close scrutiny in a cold, unflattering light.

There are dozens of areas of camping that we should scrutinize together. Time is short. Let's look at just a few.

Parents are far more discriminating today than 10 years ago. More and more have the affrontery to want to know why they should send their child to camp? The two short summer months are precious. How can my son or daughter spend them most valuably? What has your camp to offer that is really vital and meaningful for my teenager? For instance, we talk about learning to live with others, developing a concern for others. Does this really happen at your camp?

Maybe we should take them to work with our impoverished Indians or into our downtown slum areas. Give them a chance to serve where there are real problems, real involvement in life.

Too often we camp on islands of unreality while the world about us is a seething sea. For instance, Canada stands in danger of coming apart at the seams, after 100 years. Just beneath the veneer of stability are the old festering wounds, excoriated pride. We should be exchanging masses of children back and forth across this country. If the 3½ millions of dollars that have been poured down the drain on the Bilingual and Bicultural Commission had been spent instead to exchange young people, getting them into homes and camps across Canada, to live together for a time. What a bridge of understanding such exchanges could form!

What of the world's starving millions? While our campers diet, others die of hunger. What a paradox! Maybe our campers should go without food for one day each week to see how it feels to listen to their stomachs growl with hunger. The money saved could be sent to CARE or UNICEF.

The true story is told of the two 7-year-olds in the school yard discussing perigees, apogees and terminal velocities of rockets. When the bell rang, one boy said to the other with resignation "Come on, I guess we have to go and see what Dick and Jane are doing".

What do our camps give these children who have watched men walk in space – seen close-up picture of the moon, who know about the DNA molecule? What kind of a natural science program do you have at your camp? Children were born to learn. Do we excite or stifle their natural curiosity? Do we encourage discussion of these things?

These are swingers who come to our camps. They are "hep". They are concerned about the world into which they were born. If they are confused, frightened, disillusioned – it is with good cause.

These youngsters are citizens of a shrinking but seething world and they are adrift in it. Most adults give them little or no guidance and a poor example. Camp should be a place where there is time for thinking, discussion and reflection – a chance to talk out their feelings with adults who care, who do not sneer, scoff nor condescend – who do not preach, but listen and teach by example.

There are two problems uppermost in the minds of teenagers today: school and their guture jobs; and their relationships with the opposite sex. They talk about these constantly, pooling their ignorance. Where can they get answers? They certainly don't get them at home or at school or at church.

We talk so much about how children learn to live with others, how we shape personalities and mould character. If it happens at all, I submit that in many camps it is more by accident than design. The thing that troubles me is that we in camping seem not to realize that we have in our camps the most dynamic social and educational *milieux* ever conceived. We are dabbling with an educational instrument whose full potential we have seldom glimpsed, let alone exploited.

Each Child is an Individual

Educators in the last few years have been moving out of the age of Oliver Twist into the 20th century. For years educators have paid lip service to the "individuality of each child". They have agreed that there is no such thing as the average child, each one is different. They grow, mature and learn at different rates. Yet, most schools are run as if there weren't a word of truth in it.

Each child is different, with different needs and different interests. Make this basic principle the star by which you guide your camps. It will be infinitely more demanding to treat campers as individuals, but the rewards, the values – in fact, the very reason for camping – demand that we cannot do less. If you want to measure your camp – use this yardstick.

Fumbling Our Opportunities

We have these children 24 hours a day. Each day stretches before us, full of opportunities. So often we fumble these opportunities in so many ways.

By permitting people who have not sufficient qualifications to direct camps. The upgrading, training and ultimate certification of directors must be achieved before camping can lay any claim to professional status.

By placing more emphasis on building and equipment than on staff. We often put more campers into a group than a counsellor can properly serve.

By claiming that we cannot afford to pay counsellors and settling for staff who are too young or too inexperienced to meet the staggering demands of their roles? Are your counsellors still working out their own growing problems? Do they baby-sit or boss but hardly ever counsel.

By leaving campers on their own for most of the day, while their counsellor teaches an activity. Who really knows or is aware and concerned about what happens to each camper hour by hour, day by day?

By failing to provide the experienced supervisory help that young counsellors need so desperately, and which they have a right to expect.

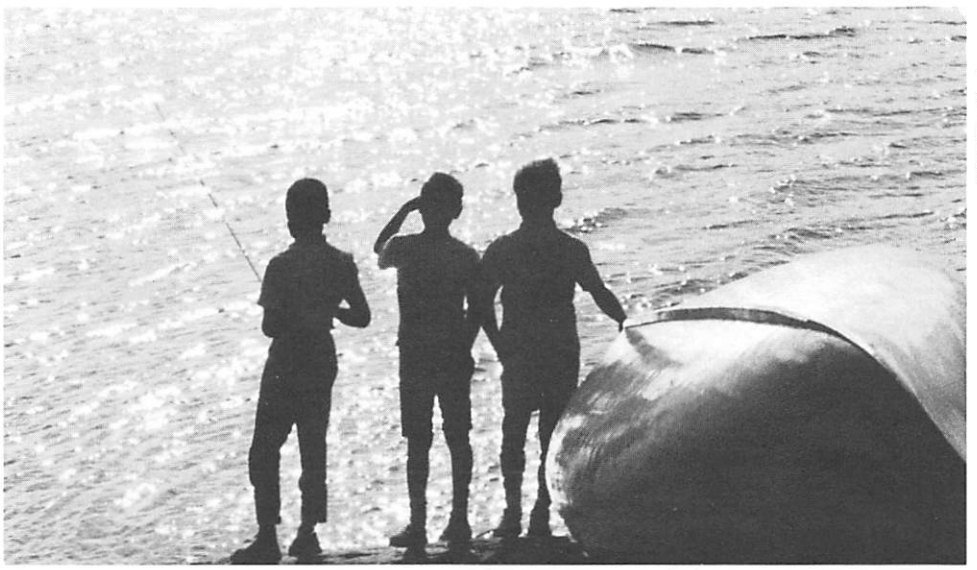
By placing more emphasis upon activities than on children. Programmes are organized so that little room is provided for individual differences and interests.

By not allowing campers time to be free, to choose, to daydream, to explore, to adventure, to have fun.

Directors sometimes sink into the quicksand of administration, forgetting the real reason for camp.

Do We Know Children?

The greatest single lack in camping today, and it relates directly to these matters is that, in truth, we don't understand children. If you say to a counsellor, "Your campers are a pretty stupid



CCA File Photo

Challenge in Camping Cont'd.

bunch, they can't even do trigonometry", he will answer, "Don't be silly. Of course they can't; they are only 10 years old". And yet, this same counsellor will expect the trigonometry of social behaviour from those same 10-year-olds, and be angry and upset and even punish them when they can't meet his expectations.

So many of the counsellor problems with which we have to deal at camp are related directly to a lack of understanding of what we can rightfully expect from the child at his present level of development. The young counsellor gets upset because his 8-year-olds cannot make their beds properly – aren't even interested in tidiness or cleanliness. Ten-year-old girls can be whiners, petty and vindictive, mercilessly forming hate-clubs against other girls, and so on. You cannot even pretend to meet and treat campers as individuals until you have some conception of fair levels of social behaviour to expect.

I respectfully submit that OCA should set up a committee to prepare a booklet on patterns and stages of development in boys and girls as they relate to camp. This would be another big step in taking camping out of the hope-and-guess category into the field of education and professionalism.

Let me just put three more cases before you.

Camps for the Campers

You must be as deeply concerned as I am about the pressure to which our children are being subjected today. Children with ulcers, children with breakdowns, children on tranquilizers – all symptoms of these mounting pressures. It takes a good week at camp for some to unwind, relax and realize that, for a brief time, the pressure cooker has been turned off.

Let's abolish bells, bugles and sirens that shatter the air at most camps. Why must the camper be answering signals all day? Why must the lights-out hour be so rigidly enforced? Why must the explorers turn back "or we'll be late for our next period"? Why can't clothes be a little sloppier? Must his tent or cabin look like a R.M.C. barracks room? Is it really important? Too often we forget that it is the child's holiday.

At camp a child should sometimes be able to lie on his back and watch the clouds scud by beyond the pines above him. He should be able to turn on his side and watch an ant tugging, pushing, shoving a huge caterpillar through the jungle of grass that forms his microscopic world. There must be time for a child or a group to stay up late, or even be aroused from sleep to see the northern lights, a meteorite shower or to paddle down a highway of moonlight – time to watch fish jumping as the sun sets. These experiences must be theirs to remember for a lifetime, long after the baseball game, the archery, the routine activities are forgotten.

How about conservation? Oh, how piously we camping people talk of conservation! Everyone is in favour or conservation, but when did you last plant any trees at your camp? What are you doing to check erosion at your camp? Are you wantonly spraying with insecticides? Do you clear out all the underbrush and dead stumps so essential to some forms of wildlife. Is your lake cleaner or dirtier since your camp was established? You can preach conservation, but the children aren't listening. They are watching your example.

The truth is, you know, many camp directors do not like nature or outdoor living.

One more thing that camp can give – must give – to each child; that is an awareness of God. The word is out that God is dead! Rubbish! The poor fool who made that statement could never have camped. I know of no place that can give a child a greater awareness of God. You have to search to find God in the city. At camp He is everywhere.

Spiritual values cannot be taught; certainly not by young students who have been spiritually emasculated by first-year philosophy. Such knowledge is caught – it is felt because it is an integral part of the whole camp beginning with the director. Your campers will miss these values unless you feel tham first. They are learned all day indirectly, not just at services. For the soul, like the body, lives by what it feeds on. Is your camp rich in this soul food?

Let's Not Be Left Behind

What I have tried to say is that the camping movement cannot stand still – the world current is racing too swiftly. That there is a greater need for camping today than ever before. But we cannot stumble along from summer to summer, meaning well, hoping that we are fulfilling our aims. Camping as an educational and social force is too powerful, too valuable to be left to us if we do not utilize its potential.

We have not realized fully that we have in our camping hands something unique, mysteriously simple, profoundly complex. We don't need to search for slick new techniques nor for old techniques with new labels. All that is required, and it sounds too simple, is to actually succeed in doing what we have always claimed to be doing. This is much more difficult than groping for new techniques, but it is the true answer. We must either make good on our old claims about values or step aside.

Children and youth come to us at a malleable age. The attitudes, habits, values that we indicate will shape their lives and, in turn, the future of this country. For the children who come to our camps today will be running this country in the year 2000.

By recognizing and nurturing the individuality of each child, by helping them to meet each day's living on a full, rich and adequate basis, we can best prepare them to meet the unknowns of their later lives.

As we contemplate the magnitude of our task, it is an awesome responsibility that we take on, but also a tremendous opportunity.

Jay Haddad

Society of Camp Directors Awards Paper

Society of Camp Directors

The Challenge of Camping

By: Gail McClintock, St. Lambert, Québec

Camp is the ultimate summer challenge. How can we keep a multitude of campers, their counsellors as well as the senior staff happy, fresh and content throughout the camping season? These are times when this seems to be an impossible task. We all want to let everyone in on that great summer camp experience, but how can this be achieved? How can we as leaders motivate everyone to be creative and resourceful, to work to their full potential and also stay in harmony with each other?

Being well prepared for camp is a major contributing factor to a successful summer session. Through courses, clinics and pre-camp training, the whole program staff can learn the mechanics of their jobs. They can upgrade their qualifications, learn new skills and broaden their horizons by meeting people from other camps with different backgrounds and philosophies. These activities serve as growth opportunities for the staff and should be encouraged not only for the staff person but also for the campers who will surely benefit in turn.

All staff members should have a good understanding of the rules and regulations of the camp at the beginning of the season. This clarifies and helps prevent any misunderstandings that could arise. Expectations and assumptions can sometimes lead to difficulties and specific rules and regulations can keep matters clean and simple. The camp staff should be encouraged to come to camp both physically and mentally well rested and healthy. A keen, enthusiastic staff projects well for the camp. It shows parents that people really care about their children and are committed to give the campers a positive summer camp experience. Finally, being well prepared includes program essentials. As well as being skilled in the various fields, the staff must also be able to establish and carry out a well planned program with good organization. Camp programs should be challenging yet fun at the same time. These activities must be well supervised and safe for the camper. A well planned program is a positive approach to a smoothly operating camp.

Fun activities also provide successful camping sessions. Those old favourites like the staff and counsellor hunt, the carnival or the soap slide are all great programs and should be repeated but how about some variety too? Are there some new methods the staff can use during some sessions? How about new activities? The returning camper will especially appreciate a bit of change from the year before. This does not advocate completely new structures for each and every camp each year but decide what would be appropriate to repeat and do so. Also, try some new ideas. How about a new theme for the dress up night? Or, how about a monkey supper? Instead of using regular cutlery, use various kitchen utensils to eat spaghetti. Sometimes, a little change brings out the imagination and resourcefulness of the camper. Back up programs for rainy days should also be carefully worked out so that they are first rate and fun. So much can be done beforehand that there is really no reason not to have exciting programs.

New projects are one aspect of camp life that can help the staff attain their potential. Something new will challenge them and make them realize that all the pre-camp preparation that they have participated in has been worthwhile. Perhaps the new project will be a canoe trip to an area not yet covered in previous camps. Maybe a new area of instruction will be included in your program. That newspaper or winter newsletter may finally get off the ground. Whatever the project, the enthusiasm generated and the participation involved will spur more interest and pride in accomplishment. These new projects give the staff members the opportunity of growth both in the planning and implementation of the program. The whole camp can be involved. For example, a new project could be a chocolate cakewalk. Campers draw pictures of chocolate cakes walking, which are used as squares for a lifesize board game. Counsellors and their charges make up verses to a cakewalk song that is created for the occasion by the staff. After a contest for the best verse, the cakewalk gets underway. The staff sing their verses and chorus while the campers march to the tune across the board game. When the song stops, whoever is on the lucky square wins a chocolate cake. Campers, counsellors and staff will have a great time. Perhaps a new tradition will be born. Total camp involvement in a new project can bring the whole group together and help them to develop as a team.

Encouraging new staff and counsellors to participate in the life of the camp can be an integral part of the great summer camp experience. These new campers are often young and inexperienced but they also have ideas from elsewhere that may prove successful. Many new staff members have done lots of research before taking up their new jobs. How can their ideas work for you? Are you willing to give them a chance? These new staff members need the experience of camping to grow and develop into leaders for tomorrow. We must try to provide for them the opportunity so that they can become leaders in their own right. The use of visual aids, readings and the experience gained elsewhere can be a great asset to the camp program. A strong camp administration can help to provide the valuable assistance a new staff member needs. A new face who enlists for the summer at one of our camps will quite possibly have the potential of returning for a few years to come. We need to realize and encourage this. Continuity within the camp structure can be a vital asset to the camp. We must help these people who are new to camping so that they will develop into valuable contributing team members at our summer camps.

How about those magic moments of camping? A camper discovers the big dipper. Another learns that they can open their eyes underwater. Wonder! Achievement! These are important moments in the life of a child. They will remember these times when they go home from camp. The staff and counsellors must endeavour to be caring and understanding of our campers. They must learn that as staff and counsellors, they can really make a difference in the child's life at camp. Through their attitude and actions the camp staff create a meaningful climate, conducive to learning and fun. Whether it be an adventurous canoe trip for the novice, stargazing or learning a new swim stroke, the child's development is enhanced at camp. If we, as camp personnel are aware of these developments in the life of the camper, we will be able to react and handle the situation in the best light. These can be rewarding and meaningful times for the staff and counsellor as well as for the camper.

Flexibility is perhaps one of the most important elements of insuring our Canadian youngsters of the ultimate summer experience. It is the ability to be adaptable to various situations. It is being ready to modify the program. It is being free to make choices as the need arises. Many situations in camping warrant a flexible approach. The weather frequently causes us to change our summer camp program. This is something that we all anticipate and expect and so we are ready for the changes that the weather necessitates. But, what about other changes? Are we prepared to go with the mood of the camp even if it means changing the program? Sometimes doing so can really lead

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"The Kid Who Doesn't Speak English..." How Do We Help?

By: Madelene Ferguson Allen, Director, Camp Ouareau, Quebec

We all know these children. They are the ones who step off the bus with big frightened eyes. They are the ones who stand alone while old friends greet each other. They are the ones who move quietly and hesitantly and sit down only when the others begin to. They are the ones who stare helplessly, or sit, head down, like scolded puppies. They are "the kids who don't speak English".

We have all received letters from parents who want their child to come to our camps to learn English. Camps accept these children, put them into cabin groups, tell the counsellor to "speak slowly, be patient and do your best"... then four or eight weeks later, if everyone does their best, the child will be sent home speaking English! If only it were that simple!

In too many cases the most short changed children at our summer camps are these children who don't speak English. Camps are not in tune with this growing segment of our camper population. There are techniques to help these children just as there are techniques to help the learning disabled child, the child from a divided home, the only child, the child with social problems and any other group of children that we wish to categorize.

It is far easier to let "the kid who doesn't speak English" spend his time with others of his own language group (if there are others) than to constantly encourage him to join with English campers who have received guidance in how to help him. It is simpler to use a counsellor with a second year university language course than for every single adult who comes in contact with this child to knowledgeably guide him step by step to gain the confidence necessary to start the process of assimilating another language while at the same time assuring that he has one of the best summers of his life.

Maslow, in his Hierarchy of Needs states that each level must be fulfilled before the human spirit is ready to take on the next. Security is the first level which must be attained before any further growth can take place. How can a child feel secure when all he hears around him is a babble of sound?

The first steps to making a child feel at home in your camp must start long before that child arrives. A letter from you, the director, must go out to that camper. Translation can be expensive, but it is a worthwhile and necessary investment. You will find language students at your local university more than willing to earn a few dollars. Tell the child about camp. Give him the daily timetable so he will know what to expect, tell him how he will choose his activities. Send him a dictionary of fifty or so basic camp words ... words such as assembly, bug juice, morning dip ... words that he would never meet in his English class. Invite the child to write back to you with any questions he may have. Even if he doesn't write, he will have a sense that there is someone waiting who truly cares about him.

As soon as possible after the child steps off the bus, make yourself known to him. Make the effort and learn to say, "Hello, I am the person who wrote to you, we're so glad you're here". You may be rewarded with a long, perhaps tearful response. Don't panic! He is at least communicating. If this should happen, listen and then give him the biggest hug you can. Body language is the most crucial communication tool you have at this moment and will have for some time. We Anglo-Saxons are not a demonstrative people, but this is no time to stand on ceremony!

It is not a good idea to put Jean Pierre (let's give this child an identity) in a cabin group with a camper who speaks fluent French (or Spanish, or German). Like a drowning man clinging to a life preserver, Jean Pierre will cling to that camper. Let him make the effort to find someone else who speaks French. In his search he will meet others who do not and he will learn the magic of a smile.

Take time in pre-camp to have a session with your staff dealing with the second language camper. Plan on having one willing staff member free for a few minutes every day to help J.P. Helping him is not just the responsibility of that one counsellor. There must be a consistency of method and an ongoing communication between the staff of what he is working on and accomplishing. There must also be an understanding of what he is going through and what techniques will help him learn as quickly and as easily as possible.

There are a number of pitfalls which some of your staff may fall into depending on their level of maturity and experience. They may speak more loudly to him. They may assume he is not as intelligent as other campers of the same age. They will certainly become exasperated at times because he doesn't understand. It doesn't matter that they have told him something five times. He didn't understand five times! They must be reminded that it is NOT JEAN PIERRE'S FAULT!!!

The old addage "actions speak louder than words" has never been truer than when working with this lad. English words are to him only sounds. Your job in the course of the summer is to have those sounds take on meaning and they will only take on meaning by repetition and demonstration.

A swimming instructor could help in this fashion:

"Now boys, we're going to practice diving today. Peter, will you show J.P. what DIVE means? J.P., Peter is going TO DIVE." (Peter dives, hopefully he doesn't do a bellyflop for that would rather complicate matters.)

"Very good Peter. J.P. what did Peter do?" (At this point the counsellor may be rewarded with a correct response, if not, the counsellor could tell him that Peter did a DIVE.)

"John will you DIVE now. Robert, it is your turn TO DIVE. J.P. will you DIVE now."

It would be surprising if J.P. didn't do the very best dive he could. He will not know the meaning of every word that was said, but he will have learned the "core phrase" and put an action to it.

If every counsellor takes the same format they will be amazed at how quickly J.P. will learn the basic vocabulary. More importantly, J.P. himself will soon learn to use these words which will give him the confidence which comes from doing what is asked and receiving praise for the action.

A camp should not, under any circumstances, accept a child who does not speak English unless it is willing to become totally involved in giving the child the time and the teaching necessary to overcome the initial panic which comes from not understanding what is going on around him. Fear is a terrible emotion to foster in a child, and unless Jean Pierre feels secure in the sense that others care enough about him to help him learn, he will be terribly, terribly afraid.

Don't expect him to show tremendous progress. He may, and that is wonderful, but children learn in their own way and at their own speed. The fear of making mistakes is very real and it is vital that the counsellor spend a little time with the other children in the cabin during the first day or so of camp to explain to them how they can help their new cabin mate. They must make a real effort to include him in whatever they are doing. When they speak to him they should try to use "core phrases" with lots of actions. This can be done naturally. Children can be very understanding and sympathetic teachers but they can also be cruel to someone whom they see as "different". It could be very easy for Jean Pierre to think his cabin mates are laughing at him for

any number of reasons. Very often they just don't realize how their actions can be interpreted by someone who doesn't understand what they are saying to each other and this needs to be pointed out by the counsellor before the situation arises. Jean Pierre needs cabin mates who are kind, understanding and patient. He does not need a cabin mate who is a tease, or a bully nor does his counsellor need a "problem" camper in that tent. All his energy will be going to meld that cabin into a unit with Jean Pierre as an integral part. Often a camper who tends to be a bit of a loner will blossom with a "weaker" child in the cabin and will take the second language camper under his wing.

This is no situation for a new inexperienced, untried staff member. It is probably better not to have a staff member who is fluent in the language for Jean Pierre will become extremely dependant and will come to expect translation unless the situation is very carefully handled. A little is better than a lot in this case. The counsellor must be a mature individual to know when it is time to step in or to call for help. To know how far to let the 'sink or swim' theory go and when a child is going down for the second time (not the third). Then is the time for the life preserver, someone who can speak the child's language although this is not always possible. We once had a Japanese child who had been in Canada only a few weeks before coming to camp. The life preserver in this case is lots and lots and lots of Tender Loving Care.

What about campers' help? What if you don't have a counsellor who speaks the child's language, but you do have a camper who is fluent? We had to call on a Spanish speaking senior to help a unilingual junior who was desperately homesick. How many fourteen year olds know the techniques for dealing with this situation? We have all met children who have helped others. They can be good, but we can't assume this in the case where we are the ones asking a camper with a particular language skill to help us. If you put another camper in this situation he needs help, support, guidance, public recognition and thanks for his efforts.

It is very important for your staff to understand the role of time in language assimilation, both in terms of the daily time table and in relation to the whole camp period. During the first few days Jean Pierre, like any new camper will be using all his energy just getting used to the routine and a new way of life. The counsellor can work out the timetable with him and post it by his bed. As things happen Jean Pierre can write them in French. Bedtime is a good time to do this for it involves him in the quiet cabin time which is so special. His counsellor may find that he withdraws as bedtime comes near. He should be warned about this and told not to worry about his camper if this occurs. The boy is understandably tired and has come to the point where he just can't make any more effort. It is absolutely exhausting to live in a foreign language. It is an indescribable form of fatigue which attacks body and soul as well as brain. The counsellor shouldn't force him to become involved in conversation at this time. Let him read or write a letter or listen quietly to what is going on. He must be sure though not to short change him a 'tuck in time'. Even if Jean Pierre doesn't understand the words his counsellor says to him he will recognize the kind tone of his voice, the familiar feeling of a caring adult pulling up the blankets under his chin. These actions will give him a warm feeling inside and courage to tackle another day.

Some children may be progressing well and then about ten days into camp they will suddenly regress, switch off and become silent and hesistant. This is a well documented effect of immersion. He has reached the stage where he is beginning to make sense out of the jumble of sounds. He's stopped trying to translate every word and he is really feeling very good about the whole experience. Then suddenly, he realizes that he can't remember what was just said and frustration sets in with a vengeance. To understand this imagine yourself driving in a snowstorm. You are concentrating so hard to stay on the road that you have no idea of the landmarks you have passed or how far or how long you have been driving. Your mind is totally taken up with the task at hand. It is exactly the same for the person in immersion. The child will think he understands the rules of the game but will find that he was concentrating so hard in understanding the words he didn't take in the whole. When this happens the child becomes discouraged, but it does pass and there is not much someone else can do except to give constant positive reinforcement and praise. Jean Pierre will need reminding that he is doing well.

A good way of reminding him of his daily progress is to have a cabin dictionary. Rest hour is an excellent time to do this for it brings the children together with a project. As J.P. learns new words they can be illustrated and the English word written on the page. Just as importantly let him teach the others the word in French to join its English counterpart. Have the children draw pictures of words they think he will know. He may think he doesn't know it, but as soon as he sees the picture the word will come to mind and he will discover he knows far more than he thought he did. These pages can decorate the cabin wall or be kept in a binder. This system works whether a child is eight or fifteen.

Another reaction which is rarer, but which can occur especially in a young child, is an irrational fear of losing his own language and following from this the fear that his parents will not understand him when he returns home. This is something which a child will not be able to articulate even in his own language but must be considered if severe regression accompanied by first homesickness well into camp. If the regression doesn't pass in four or five days it is essential that the child be reassured by talking to someone in his own language. If this is impossible by someone at the camp a phone call home may be in order with the child speaking to his parents after you have explained the situation to them. This is presupposing the parents speak English. If they don't then it is probably better to handle it in camp with all the positive reinforcement everyone on the site can muster.

Caution your staff to remember that comprehension comes before the ability to speak. Never assume that a child doesn't understand what is being said. Often he doesn't, but it will help everyone concerned with that child not to talk about him in his presence as if he wasn't there. The camper will know that he is the topic of conversation and this is totally demeaning.

The opposite may happen if you have a camper that you think has quite a good basis of English. You may think that he understands more than he does. A good rule of thumb is to assume that he understands about 25% of what he appears to understand. Living in another language makes one a wonderful actor. Key phrases are easily learned to keep the other

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"L'enfant qui ne parle pas anglais" De quelle façon peut-on l'aider?

par: Madelene Ferguson Allen, directeur, Camp Ouareau, Québec

Nous connaissons tous ce type d'enfants. Ils descendent de l'autobus, d'un air effrayé. Ceux-là mêmes qui restent immobiles pendant que les anciens amis s'accueillent. Ceux-là mêmes qui se déplacent bien sagement, hésitants, qui ne s'asseoient pas avant que les autres n'en prennent l'initiative. Ceux qui ont l'air désemparé ou s'asseoient la tête basse, tels des chiens que l'on a disputés. Ce sont eux, les enfants qui ne parlent pas anglais!!

Nous avons tous reçu des lettres de parents qui désirent que leur enfant vienne à notre camp pour y apprendre l'anglais. Les camps acceptent ces enfants; les intègrent dans des groupes précis. "On avertit chaque conseiller de parler lentement, d'être patient et de faire de son mieux." De quatre à huit semaines plus tard, si chacun fait tout ce qu'il lui est possible de faire, l'enfant sera envoyé à la maison sachant parler anglais! Si seulement c'était si simple!

Dans beaucoup trop de cas, les enfants désavantagés sont ceux qui ne parlent pas anglais. Les camps ne sont pas en harmonie avec ce segment croissant parmi nos campeurs. Il existe des méthodes pour venir en aide à ces enfants, au même titre qu'il existe des méthodes pour venir en aide aux enfants en difficultés d'apprentissage, à l'enfant qui provient d'une famille désunie, à l'enfant unique, à celui qui est pris avec des problèmes et tout autre groupe d'enfants que nous prenons plaisir à étiqueter.

Il est toujours plus facile de permettre à l'enfant qui ne parle pas anglais de passer du temps avec d'autres qui parlent sa langue (si c'est le cas), plutôt que de l'encourager continuellement à se joindre aux campeurs anglais qui ont reçu une certaine préparation pour lui venir en aide. Cela devient plus facile encore d'avoir recours à un conseiller qui a déjà suivi des cours de langues à l'université, qu'avoir recours à chaque adulte qui guide l'enfant pas à pas au meilleur de ses connaissances pour lui donner confiance et faire démarrer le processus d'assimilation d'une autre langue; tout en s'assurant que son été soit parmi les meilleurs de sa vie.

Dans "Hierarchy of needs", Maslow spécifie que chaque besoin doit être satisfait avant que l'esprit humain soit prêt à poursuivre des buts plus élevés. Le sentiment de sécurité est la première étape à franchir. Comment un enfant peut-il arriver à se sentir en confiance quand tout ce qu'il entend n'est qu'un fouillis de sons?

Les premières initiatives pour lui souhaiter la bienvenue au camp commencent bien avant son arrivée. En tant que directeur, il serait bon de lui envoyer une lettre. Le recours à la traduction est peut-être une solution coûteuse, mais c'est un placement nécessaire qui en vaut la peine. Dans vos universités locales, il y a sûrement des étudiants qui seraient prêts à vous rendre ce genre de services, moyennant quelques dollars. Donnez à l'enfant le plus d'informations possible au sujet du camp. Remettez-lui l'horaire des activités journalières afin qu'il sache à quoi s'attendre. Faites-lui savoir comment il aura à choisir ses activités. Faites-lui parvenir un lexique de quelques 50 mots de base pour le camp ... des mots tels que rassemblement, insecticides, trempette matinale ... des mots qu'il n'apprendra sans doute jamais dans sa classe d'anglais. Incitez l'enfant à vous répondre, quelles que soient ses questions. Même s'il n'écrit pas, il aura le sentiment que quelqu'un l'attend et se soucie vraiment de lui.

Dès que l'enfant sera descendu de l'autobus, allez tout de suite à sa rencontre. Faites un effort et dites-lui: "Bonjour, c'est moi, la personne qui t'ai écrit; nous sommes tellement heureux que tu sois avec nous." Il est possible que sa réaction soit de se mettre à pleurer à chaudes larmes. Ne vous alarmez pas! Dites-vous qu'au moins l'enfant communique. Si cela se produisait, soyez à son écoute, après quoi, serrez-le bien fort dans vos bras. La communication non-verbale est le moyen le plus fondamental que vous possédiez à cet instant précis et peut-être bien dans d'autres occasions encore. Nous, Anglo-Saxons, ne sommes pas un peuple très démonstratif, mais il serait déplacé de s'attacher à de telles formalités.

Ce ne serait pas une bonne idée de placer Jean-Pierre (donnons-lui une identité) dans une équipe, où un des campeurs serait capable de parler couramment français (ou espagnol ou allemand). Comme un homme sur le point de se noyer s'agrippe à une bouée de sauvetage, Jean-Pierre sentirait le beosin de s'accrocher à ce campeur. Laissez-lui l'opportunité de chercher quelqu'un qui parle français. Dans se recherche, il rencontrera beaucoup d'autres personnes et peu à peu il découvrira toute la magie d'un sourire.

Durant le pré-camp, prenez le temps d'initier les membres de votre personnel aux problèmes des campeurs qui ne parlent pas anglais. Faites en sorte qu'au moins un membre de l'équipe soit prêt à accorder à J.P. quelques minutes de son temps, chaque jour. Toutefois, ce ne devrait pas être la responsabilité d'un seul conseiller. On devrait pouvoir retrouver une certaine uniformité dans les méthodes utilisées et une continuité dans la communication entre les membres du personnel en ce qui a trait au travail de l'enfant et à ses réussites.

On doit également comprendre les difficultés qu'éprouve l'enfant et pouvoir adapter les techniques qui pourraient l'aider à apprendre aussi rapidement et aussi facilement que possible. Les membres de votre personnel devront apprendre à éviter certains pièges, dépendamment du niveau de maturité et de l'expérience de chacun. Ils devront éviter de hausser la voix. Ils peuvent supposer qu'il n'est pas aussi intelligent que les autres campeurs de son âge. Ils devront s'attendre à être exaspérés à l'occasion de voir qu'il ne comprend pas. Il importe peu qu'ils aient eu à lui répéter cinq fois. Il n'a pas compris durant ces cinq fois! On devrait leur rappeler que JEAN-PIERRE N'Y EST POUR RIEN!

Le vieil adage "Les actions en disent plus que les mots" ne peut mieux convenir dans ce cas-ci. Les mots anglais ne représentent pour lui que des sons. Au cours de l'été, votre tâche consistera à lui faire associer une définition à ces sons, et c'est à force de répétitions et de démonstrations qu'ils prendront un sens.

Un moniteur de natation pourrait s'y prendre de la façon suivante: "Maintenant, les garçons, aujourd'hui nous allons pratiquer le PLONGEON. Peter, aurais-tu l'obligeance de montrer à J.P. ce que PLONGER veut dire? J.P., Peter va PLONGER!" (Peter plonge; espérons qu'il ne fera pas un plat ventre, ça compliquerait les choses.) "Très bien, Peter! J.P., qu'est-ce que Peter a fait?" (A cet instant précis, le conseiller peut se voir récompensé par une réponse; sinon, il pourrait reprendre et répéter: "Peter a PLONGE. Jean, pourrais-tu plonger maintenant? Robert, c'est à ton tour de PLONGER. J.P., pourrais-tu PLONGER maintenant?".

Il serait surprenant de voir que J.P. n'ait pas fait de son mieux pour exécuter son meilleur plongeon. Il n'aura pas compris tout ce qui s'est dit, mais il aura appris les mots essentiels et les associera à une action.

Si chacun des conseillers procédait de la même façon, ils seraient surpris de constater avec quelle rapidité J.P. apprendrait le vocabulaire de base. D'autant plus que J.P. apprendra assez vite à se servir de ces mots, ce qui lui donnera la confiance nécessaire pour faire ce qui est demandé; et il s'en verra récompensé.

Quelles que soient les circonstances, à moins d'être prêt à consacrer le temps et l'enseignement nécessaires, un camp ne devrait pas accepter un enfant qui ne parle pas anglais, pour prévenir la peur qui s'empare de l'enfant qui, pour la première fois, n'arrive pas à comprendre ce qui se passe autour de lui. La peur est une émotion terrible pour un enfant, c'est pourquoi, à moins que Jean-Pierre ne se sente en sécurité du fait qu'on ait à coeur de l'aider, il deviendra terriblement, terriblement craintif.

Il ne faudrait pas vous attendre à ce qu'il fasse des progrès étonnants. Quoique cela soit toujours possible, et ce serait formidable, mais les enfants apprennent à leur façon et à leur propre rythme. La crainte de faire des erreurs est très réelle; il est donc essentiel que le conseiller consacre un peu de temps, au début du camp, à expliquer aux autres enfants comment ils peuvent aider leur nouveau compagnon. Ils devront faire un véritable effort pour le compter parmi eux dans tout ce qu'ils entreprendront. Lorsqu'ils s'adressent à lui, ils devraient tenter de se servir d'expressions de base toujours associées d'un geste. Ceci peut se faire de façon très naturelle. Les enfants peuvent faire de compréhensifs et

sympathiques professeurs, et aussi devenir très cruels envers quelqu'un qu'ils jugent "différent". Jean-Pierre pourrait très facilement s'imaginer que ses compagnons de groupe se moquent de lui pour toutes sortes de raisons. Très souvent, ils ne se rendent pas compte de quelle façon leurs gestes peuvent être interprétés par quelqu'un qui ne comprend pas ce qu'ils se disent entre eux, et cela, le conseiller devrait le leur fiare remarquer avant même que la situation ne se présente. Jean-Pierre a besoin de compagnons qui soient gentils, compréhensifs et patients. Il n'a pas besoin d'un compagnon qui soit du genre taquin ou brute, pas plus qu'un conseiller n'a besoin d'un "campeur-problèmes" dans cette tente. Ce dernier mettra toutes ses énergies à former un véritable esprit de groupe, avec Jean-Pierre comme partie intégrante du groupe.

Bien souvent, un campeur qui a l'habitude de devenir un peu solitaire s'épanouira avec un plus faible que lui dans une équipe, et il prendra le campeur de langue seconde sous sa protection.

Cette situation-ci ne convient pas à un membre du personnel inexpérimenté. A moins que la situation ne soit bien maîtrisée, il est sans doute préférable que Jean-Pierre n'ait pas de contacts fréquents avec un membre du personnel qui parle couramment sa langue, ou alors Jean-Pierre deviendra extrêmement dépendant et s'attendra à ce qu'on traduise pour lui. Dans ce genre de situation, un tout petit peu est mieux que beaucoup. Le conseiller se doit d'être mature pour savoir quand intervenir ou demander de l'aide. Pour savoir jusqu'où la théorie "nage ou coule" (sink or swim) peut aller et savoir quand un enfant descend pour la seconde fois (et non pas la troisième). On doit alors avoir recours à la bouée de sauvetage: quelqu'un qui puisse parler la langue de l'enfant, même si ce n'est pas toujours possible. Déjà, nous avons eu au camp une jeune enfant japonaise qui était au Canada depuis quelques semains seulement. Dans ce cas tout particulier, la seule bouée de sauvetage, c'est beaucoup d'amour, de tendresse et de compréhension.

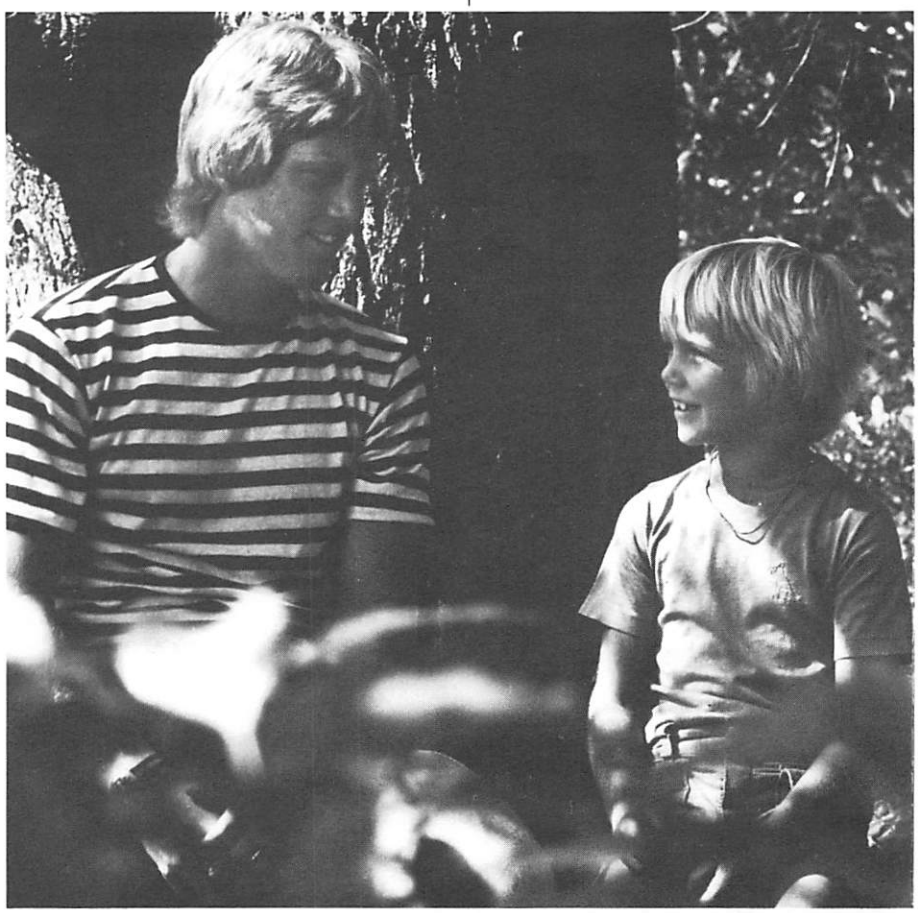
Qu'est-ce à dire de l'aide qu'on peut obtenir des campeurs? Qu'arrivera-t-il s'il n'y a pas de conseiller qui puisse parler la langue de l'enfant, mais qu'un campeur sache la parler? Déjà, on a dû faire appel à un campeur plus âgé de langue maternelle espagnole, pour aider un jeune unilingue espagnol qui s'ennuyait désespérement. Combien de jeunes de 14 ans savent comment s'y prendre pour venir à bout de ce genre de situation? Nous avons tout rencontré des enfants qui en ont aidé d'autres. Cela peut être une bonne chose, par contre, ce n'est pas la cas ici; le jeune campeur qui parle une langue quelconque n'aidera pas un autre de lui-même: il faudra le lui demander. Si vous placez un autre campeur dans ce type de situation, il aura besoin d'aide, d'appui, de conseils, de reconnaissance publique, et de remerciements pour ses efforts.

Il est très important que votre personnel comprenne l'importance du facteur temps dans l'apprentissage d'une langue, et tenant compte de l'horaire de chaque jour et de la durée du camp. Durant les premiers jours, comme n'importe quel nouveau campeur, Jean-Pierre utilisera toutes ses énergies seulement à s'habituer à la routine et à un nouveau mode de vie. Le conseiller peut aider Jean-Pierre à établir son horaire et à l'afficher près du lit. A mesure que les activités se seront déroulées, il sera à même de les écrire en français. L'heure du coucher est un temps propice à cette activité; ça lui permet de s'impliquer dans cette période de tranquilité si importante au campeur. A l'approche du coucher, son conseiller peut remarquer que J-P se retire. Il devrait en être averti pour ne pas qu'il s'inquiète si cela se produisait. Il lui faut comprendre que le garçon est fatigué, il est rendu à un point où il ne plus fournir aucun effort. L'apprentissage d'une langue étrangère est vraiment épuisant. C'est une forme de fatigue difficile à décrire qui attaque le corps, l'âme, de même que le cerveau.

Dans ces moments-là, le conseiller ne devrait pas obliger l'enfant à entamer une conversation. Laissez-le libre de lire ou d'écrire une lettre, ou d'écouter calmement ce qui se passe autour de lui. Cependant, on ne devrait pas négliger l'enfant quand vient le temps de le border.

Même si Jean-Pierre ne saisit pas tous les mots que son conseiller lui dit, il saura reconnaître son ton de voix agréable, le sentiment familier d'un adulte bien intentionné qui lui ramène les couvertures jusqu'au menton. Ce genre de gestes lui procureront un sentiment de bien-être et le courage d'affronter une journée.

Certains enfants feront du progrès et, après dix jours au camp, ils régresseront de façon soudaine, pour devenir silencieux et hésistants. Ce sont-là des conséquences bien connues de l'immersion. L'enfant est rendu à un stade où il commence à saisir le sens de ce fouillis de sons. Il a cessé d'essayer de traduire chaque mot et, face à toute l'expérience, il se sent réellement bien. Et puis, soudainement, il se rend compte qu'il ne peut se rappeler ce qui vient de se dire, alors il devient extrêmement frustré. Pour comprendre ce phénomène, imaginez-vous conduisant en pleine tempête de neige. Vous vous concentrez si intensément pour demeurer sur la route que vous n'avez pas porté attention aux points de repère que vous venez de passer, ou quelle distance vous avez parcourue, ou depuis combien de temps vous conduisez. Votre esprit est totalement accaparé par la tâche. Le même phénomène se produit ici dans le cas de la personne qui est en immersion. L'enfant croira qu'il comprend les règles du jeu, mais il se rendra compte qu'à force de se concentrer pour comprendre les mots, il en a oublié l'idée principale. Quand cela arrive, l'enfant se décourage; toutefois, cedur moment viendra à passer et on ne peut faire beaucoup plus que lui donner constamment des renforcements et de l'encouragement. Jean-Pierre aura besoin qu'on lui redise qu'il fait du progrès.



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Une bonne façon de lui rappeler ses progrès de chaque jour serait de leur faire faire un lexique pour le camp. Pour cette activité, l'heure du repos est l'occasion toute désignée; réunis ensemble, les enfants peuvent travailler à un même projet. Chaque fois que J-P apprend de nouveaux mots, il peut les représenter par des dessins et y faire correspondre les mots anglais. En revanche, laissez-lui la chance de montrer aux autres les équivalents français, lesquels sont tout aussi importants. Demandez aux enfants de dessiner des mots qu'ils croient que J-P connaît bien. Il est possible que Jean-Pierre lui-même croie ne pas les connaître, mais, à la vue des dessins, les mots lui viendront à l'esprit et il réalisera qu'il en savait plus qu'il ne le croyait. Ces pages peuvent décorer les murs des locaux du camp ou être placés dans un cartable. Cette façon de faire fonctionne avec succès, peu importe que l'enfant ait 8 ou 15 ans.

Une autre réaction, bien qu'assez rare mais qui peut se produire spécialement chez un plus jeune enfant, c'est la peur irrationnelle de perdre sa propre langue. Il ira même jusqu'à craindre que ses parents ne le comprennent plus à son retour à la maison. C'est une peur que l'enfant n'arrivera pas à exprimer, même dans sa propre langue, mais qui doit être prise en considération si une régression importante de l'apprentissage de la langue étrangère accompagne les symptômes de nostalgie de la famille. Si cette régression persiste après 4 ou 5 jours, il est primordial que quelqu'un qui parle sa langue le rassure. Si toutefois personne au camp n'était apte à le faire, il faudrait téléphoner à la maison et laisser l'enfant parler à ses parents, après leur avoir expliqué la situation. Bien entendu, ceci n'est possible que dans le cas où les parents parlent anglais. Dans le cas contraire, il serait sans doute mieux de tenter de régler la situation sur place, avec l'aide des renforcements des autres conseillers.

Avertissez votre personnel que la compréhension vient bien avant l'aptitude à parler. N'assumez jamais qu'un enfant n'a pas compris ce qui a été dit. Bien souvent, il n'a en effet pas compris, mais il est préférable pour les conseillers responsables de cet enfant de ne pas parler de lui en sa présence en faisant comme s'il n'était pas là. Le campeur, lui, le sent, il sait qu'il est le point de mire, et il se sent déprécié.

Le contraire peut survenir dans le cas d'un campeur dont vous croyez qu'il possède une assez bonne connaissance de base de l'anglais. Il est possible que vous vous imaginez qu'il comprend la langue plus qu'il ne la parle. En règle générale, n'assumez jamais qu'il comprend plus de 25% de ce qu'il semble comprendre. Le fait de vivre dans une autre langue peut faire de vous un merveilleux acteur. Les phrases clé s'apprennent facilement et c'est un bon moyen de faire parler l'autre interlocuteur, si l'on ne veut pas faire l'effort de parler soi-même.

Les conversations à bâtons rompus sont très différentes des activités de classe ou des situations où l'enfant connaît les sujets de conversation. Dans une situation où les sujets changent souvent, il serait bon que le conseiller se penche discrètement vers le campeur et lui dise: "Nous parlons de ...". Cela permettra au campeur de bien suivre les sujets de conversation et lui évitera de se sentir gêné après avoir exprimé un commentaire, qu'il aurait d'ailleurs formulé dans sa tête pendant 2 ou 3 minutes, lequel commentaire n'a rien à voir avec le sujet en cours.

Apprendre une langue n'est pas une sinécure, quelle que soit la méthode utilisée, et pour certains enfants, un camp n'est pas un bon endroit. Il s'agit des enfants qui auraient de la difficulté à s'adapter au camp, même s'ils parlaient anglais. D'autre part, pour bien d'autres enfants, un camp est en général un des meilleurs endroits au monde. L'enfant y fait des activités qu'il aime, il est entouré d'autres enfants, et le vocabulaire se rapportant au camp est restreint.

Si l'on a des qualités de chef et l'attitude qui convient, compter un enfant d'une autre langue au sein de son équipe peut s'avérer une expérience enlevante pour toutes les personnes concernées.

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itself to the joie de vivre and spirit of the camp. What about flexibility with the staff members? Are we ready and willing to make allowances when unscheduled changes are needed or are we steadfast and unmoving? Many times, the humanistic approach is the best approach. If we can empathize with our colleagues, we can ensure ourselves of a more positive attitude and a brighter approach to camp difficulties. A flexible team is a plus in any camp.

Camp is a challenge for us all. It gives each and every participant the opportunity to learn, to grow and to really enjoy the out of doors. Some of the activities – many of the friends will provide memories of a happy time – an escape – for years to come. In fact, lots of former campers will stay in touch with each other as well as with the camp itself. And, isn't that what camp is all about? The friendships, the happy times and the memories stay with us for a lifetime. If we are to create an atmosphere of happy, peaceful coexistance for everyone throughout the summer camp session, we must be well prepared, provide fun activities, create and develop new projects, encourage the participation of new staff and counsellors, make the most of those magic moments of camping and above all, stay flexible. If we can aspire to all this, we will be able to predict a happy, safe and productive summer. Let the good times roll! Don't balk.

Jay Haddad

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person talking, for that is so much easier than having to speak yourself.

Casual conversations are very different from activity class or from situations where the child knows the topic of conversation. In a situation where topics switch frequently it is a good idea for the counsellor just to quietly lean over and say to the camper, "we are talking about...". This will give the camper the link between one conversation change and another and save him the embarrassment of making a comment (which he has been forming in his mind for two or three minutes) which now has nothing to do with the conversation of the moment.

Learning a language is not easy by any means and for some children camp is not the place to do it. These are the children who would have difficulty adapting to camp even if they spoke English. On the other hand, camp is usually one of the best places in the world. The child is doing activities which he enjoys, he is with other children and the vocabulary in a camp setting is limited. With the right leadership and attitude having a child of another language in a cabin group can be a very exciting experience for all concerned.

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CAMPING ... THE LAST WORD!

Is it better to give people what they want or what's good for them? And who decides what's "good" for whom? Should people be agitated and challenged into examining their "sacred cows" and realizing that much of our learning has led us down the garden path?

A case in point: I recently taught an extremely bright woman, mid 30's, who owns her own pre-school; it is an extremely successful operation employing around 25 people and serving over 100 pre-schoolers at various times during the day! This woman enrolled in my course The Psychology of Gender and Sexuality; she truly enjoyed learning as long as learning nourished the sunny side of life. But real life is not all sunny and if we continually ignore those areas which expose the darker and realistic propensities we all have to act out of ignorance and fear, then through our silence in education we reinforce the worst kind of optimistic meliorism in which people believe and examine the world only through rose-coloured glasses. And as you know, such glasses make the world look fantastic but they distort REALITY! Silence, in terms of communication, builds walls and walls, to me, symbolize failure; bridges symbolize links and understanding.

In any case, Miss Schmidt (my pre-school owner), constantly challenged everything I taught whether it was hermaphroditism, transsexualism, sexual assault, pornography, human sexual response, homosexuality, media exploitation – it didn't matter what the subject area was! However, Miss Schmidt never questioned the VALIDITY of what I was saying (she always acknowledged my facts and figures) but rather the WHY behind teaching material that to me (indeed to many of us) was deeply disturbing and upsetting. In our 42 hour course, I must have heard these lines a dozen times: "Isn't it better for us NOT to know?" "Sure it's true, but so what? Life seemed so much simplier and easier before ..." "You know, rats exist in a sewer, too – why don't we invite one as a guest speaker?" (class laughter).

These queries are as genuine as they are disturbing! Dr. Bruno Bettleheim (The Uses of Enchantment) says that it starts early in life as we condition children to be "good" and not "bad". Children grow up unrealistically, he says, believing only in the sunny side of things – but deep down they know real life is not sunny and even when they are "acting good" they would often prefer to "acting bad". This tends to make children monsters in their own eyes if we don't allow them the realistic avenues to deal with the dark side of life. As adults, we become stuck forever in DENIAL, psychologically clinging to our parents' and society's voices saying "everything is beautiful and sunny!" We read the newspaper and say "That can't be happening" and we go about our daily business as if we'd just read a Grimm's Fairy Tale! Children believe if they pull the covers over their head, the thunderstorm cannot hurt them and it will go away. Can you see how Miss Schmidt, and indeed all of us at times, symbolically do that by denying reality and believing that ignorance is truly bliss! Real life, especially to a person working in a people-profession, cannot work that way because YOUR IGNORANCE IS GOING TO HARM OTHER PEOPLE! Miss Schmidt learned this painfully and beautifully over the duration of the semester; she was my challenge and now she's my model of how education can work ... and does work. She now says "if anyone had told me where I'd be and how I'd feel at the end of this course, I never would have walked through that door." "I'm a different person ... totally."

In Plato's Republic, in the story of Ion, a man (named Ion) goes around professing loudly and openly that Homer is the greatest poet of all time. Ion has studied Homer and knows every word that Homer has written; however, Ion has not studied anyone else! Socrates soon approaches Ion who is proclaiming Homer's greatness and Socrates asks Ion to recite some Hesiod for the group. Ion, of course, can't but continues to say that Homer is the greatest, whereupon Socrates teaches Ion the important lesson of superficiality and learning. It is foolish to make a qualitative comparison without adequate knowledge and information. To those of us in the field of psychology (and no doubt to many of you who have met this type of person) it is always wise to caution our first-year students not to attempt to theorize, analyse and criticize with the minimal amount of knowledge that one gets from Introductory Psychology – yet, quite often it is exactly that individual with minimal knowledge who has everything figured out and everyone perfectly analysed (Freudian, of course)! Wisdom, it is said, is the application of knowledge; it also seems that the more one knows, the more one realizes how much there is to know. Knowledge can be quite a humbling experience! The more I examine human behaviour, the more complex it seems to be. Very few issues are simplistic and most social issues overlap; co-relations exist between euthanasia and abortion, pro-life and capital punishment, teenage pregnancy and lack of sex knowledge and information, pornography and sexual assault, alienation and teenage suicide, religious commitment and contraception, the double standard and sexual assault, the double standard and prostitution, low self-esteem and drug abuse, murder and gun control, television advertising and sexually transmitted diseases, unwanted children and psychopathology etc. etc. It would take pages and pages but I would love to draw the interconnections of how complex social issues impact on each other. It's too facile and naive to think that ANY of these issues exists in our society isolated and independant of other factors; also, legislation is usually never an answer but a bandaid which rarely touches the cause of a problem. Indeed, most social scientists and an increasing number of bureaucrats are becoming aware of the massive efforts and energy needed to PREVENT the many social problems and difficulties we confront daily. My message to all of us dealing with people (and particularly where children are concerned) is to grow increasingly aware of the gray areas and not to view anything in terms of black or white only; also, to further study, examine, interview and continually question until the inter-relationships become more apparent and our goals toward PREVENTION become more focused and crystalized! Far more eloquent are the words of Alexander Pope:

> A little learning is a dangerous thing;
> Drink deep. or taste not the Pierian Spring;
> There shallow draughts intoxicate the brain,
> And drinking largely sobers us again.

Jay Haddad

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VOL. 37 NO. 2
SUMMER 1985
ISSN 008-3119

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